

CASA of Cochise County News & Views

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Abby Dodge & Family

June sped by somehow – I feel like I was just sitting down to write comments a week ago, yet here we are. In case anyone was wondering, I had an amazing vacation, even though it wasn't the sunny Florida beach. We were able to spend a week with my extended family at a rental house with a pool. Check out the CASA photo album later in this edition for some pictures of our get-together. Obviously the scenery wasn't the same, but the fellowship was much appreciated and the time away from juggling work and home responsibilities was definitely needed. It's amazing what some time away can do for one's mental health. Which brings me to this month's topic: self-care.

Self-care isn't something I'm great about talking about. It feels like a somewhat touchy-feely topic, and for those of you who know me well – I'm not that touchy-feely. I'm actually more like a cactus. But, I'm going to step out of my comfort zone for a bit to remind you all of how important self-care really is.

Coordinator's Comments

I once watched a TED talk (also something I normally don't do) about self-care, and part of it has stuck with me through the years. The speaker discussed how airlines recommend putting your own oxygen mask on before helping someone around you with theirs. Whenever I fly, I always hear the same speech – yet I think to myself, no way. No way I'm going to let my kids struggle to breathe while I put on my oxygen mask. Not happening. But, the speaker made a very valid point that if I run out of oxygen while helping one of them, who is going to help the others?

It's the same with self-care. You can't help others if you haven't taken care of yourself. I'm guilty of it all the time. It's constantly something I need to work on. I get it. I am a master of beating myself up emotionally if I have to let anyone down or if I fail at anything. However, I am also not too stubborn to admit that when I'm able to take some time to focus on me, I come back feeling refreshed and better able to be there for those who need me the most.

Right before I sat down to write this, I was participating in our monthly lunchtime support group meeting that we've kept going, using Zoom. I think we had our best turnout ever today, and it was rejuvenating to see everyone that attended and hear how things are going. Connecting with each of you, even through a computer screen, helps me stay focused on the CASA mission and forget about some of my own stress for a while. If you haven't checked out one of our support groups, I highly recommend it. If that isn't for you, just make a promise to do something this week for you and only for you. Even if it's just a 10-minute walk to clear your head. And don't forget, we're here if you need any additional support. We're only a text, email, phone call, or Zoom invite away.

All Lives Matter - It is Not About You

by Mellyora Crawford, Cochise County CASA Volunteer

Recently there has been a shift in the minds and hearts of people all over the world. For those who are of the opinion that there is not a difference in the color of a person's skin, it is disheartening to see the violence and negativity that keeps growing. For others it is a waste of time and it makes no sense to put so much energy into this nonsense. As an African American female, I can say that it is unsettling. I have experienced racism and I have been told that because of the color of my skin, I must constantly be on the offensive. If not taken the right way, this is an example of how miscommunication of differences begins.

Some people are ridiculed for being silent in the wake of the injustice shown in the media. No one worth their weight in gold has denied its validity, but everyone must pick their battles for overcoming injustice. We may not be out in the streets yelling and raising a sign but we are still protesting. How? you may ask. We are CASAs, advocating for children who will someday make decisions that impact us all. People say we need change now. Agreed, but we need a cultural change. This is done by showing and teaching people that they matter, without regard to their race, religion, history, or financial status.

I remember being targeted in the military by one of my male Caucasian soldiers because he felt a female should not oversee him. He would spread his distrust behind closed doors but would sing a different story when in front of me. I found out because someone refused to let it continue. It got to the point of him being

moved to another company and finally being put out of the military after sexually harassing another African American soldier. Could there have been an unspoken racial angle to these occurrences? I do not know, but when a person is filled with anger or some type of internal struggle, it doesn't matter. You may ask, why did it matter to me since the issue was resolved. It mattered because my character, integrity, competence, and anything else I may have been carrying as an insecurity was challenged. Thankfully, I had a wonderful support team that stood beside me and stood up for me. One may think I should have handled it myself because I was the boss. There are times when a person's word is all there is and if one sounds more believing than the other, there is nothing to be done except pray.

Changing a culture requires a community, and preventing a negative culture requires sacrifice. This is the bottom line for the protest and outcry around the deaths (color is not relevant) at the hands of law enforcement. You can change the profession, but it remains the same. It is a negative culture that has been growing for years and every attempt to change the culture receives a band-aid. What some do not realize is the band-aid has become a tourniquet that is no longer working. The victim is bleeding out with no other medical solutions other than to yell. Who is the victim? It is all of us...We the People.

As CASAs, we can do our part to not only make a difference in the lives of children but make a difference in the lives of everyone those children interact with in order to change the negative culture.

Finding a Forever Family

**by Mary Blanchard, Cochise County CASA Volunteer
in Association with Emily Tipton, BA (Following page)**

Adoption is the case plan for some of our CASA kids, and sometimes no immediate family is available to adopt them. The search then widens in an attempt to find an adoptive family. If this search is unsuccessful, there are resources that can do a more intensive search. My girl's therapist told me about the Child Specific Recruitment Program that is connected with AZCA. I contacted the director and got information about the program.

I shared this information with my girl's team, and after the team discussed the program, the DCS case manager staffed it with her supervisor. The decision was made to send in a referral for my girl to be in the program.

My girl's child specific recruitment specialist is joining me in writing this article. She will share with you what she does when she searches to find a forever home for a child. (See following page, submitted by Emily Tipton, BA, Youth Advocate-WWK Recruiter).

Before my girl got her recruitment specialist, she had been placed in more than 10 foster homes and five potential adoptive homes. Two of these potential adoptive placements were during the four years I have been with her.

Each failed adoption is traumatic for a child. My girl found the resilience to keep hoping for a forever home. It has taken a year for her to recover from the last failed adoption. Meanwhile her recruitment specialist has been searching for a match, and she finally located a

family in Missouri who want to adopt my girl. The family is committed to adoption, and after two match meetings with the team, it will soon be time for the family and my girl to meet, and if they click, the process will go forward until my girl is adopted.

If you have a child whose case plan is adoption, and no adoptive family has been found, I invite you to start the ball rolling to get your child a child specific recruitment specialist. My child's specialist, Emily Tipton, is going to tell you what the specialist does and how to get one (next page).

Here is what you can do if you think your child would benefit from having a child specific recruitment specialist:

1. Talk to Abby about doing this.
2. Contact Emily Tipton for specific advice about the program.
3. Mention to your DCS case manager that you think your child's chances of being adopted would be greatly improved by having a child specific recruitment specialist.
4. At the next CFT for your child, share what you have found out about the program. When I did this for my girl, I brought all the information I had gathered and shared it with the team.

Every child deserves a forever home. The Child Specific Recruitment Program is equipped to access a nation-wide data base and find a match for each child.

Child Specific Recruiter

by Emily Tipton, BA, Youth Advocate-WWK Recruiter

The foster care system in the United States and Canada is currently home to more than 515,000 children. Of those children, 155,000 are legally free and waiting to be adopted. The sad reality is every year, 20,000+ of those kids will age out of the foster care system with no birth or adoptive family home to turn to. This is problematic and unacceptable. In our program, we believe every child is adoptable. I've heard it quoted as, "Unadoptable is unacceptable." So how do we help get these children adopted? How do we put a dent in that saddening number of children aging out every year alone? How do we get these children into their safe, forever home?

We at Arizona's Children Association employ child focused models that are evidence based to better serve the children on our case load. Typically, by the time a child is referred to a Recruiter, **90%** of them are **older than age eight**, **over half** of them have been in foster care for **more than four years** and **over a third** of them have had **six or more placements**. The children referred to our Child Specific Recruiters are overwhelmingly teenagers, children with special needs and/or sibling groups. These are the children often referred to as "unadoptable" which you now know, is unacceptable.

When these children are referred to our program, the Recruiter starts by completing a "case mine." A case mine is when the Recruiter reads through all the child's case files at the DCS office. If you've ever attempted to do this, you know it is a daunting task, but most definitely a necessary one. It allows our Recruiters access to all of the information the state has on the child, the family, removal circumstances, diagnosis, medical information, psychological information, therapy information, behavioral health information, etc. This information helps the Recruiter learn about the child, their family of origin, their traumas and potential triggers, before ever meeting them. But most importantly, as a Recruiter, we are looking for any

names and contact information of significant people from the child's past, whether that be an aunt and uncle, an old teacher, day care provider, therapist, physician, bus driver, cousin, etc. This speaks to the child focused element of the model. Our Recruiters start with familiar circles of family, friends, neighbors, and then reach out to the communities in which our children live. It's been proven that adoptions are more successful for the children we serve when the person adopting the child has been previously invested in their life. Not only that, these children who have bounced around between foster homes and group homes for years, are more wanting and willing to be adopted by someone they have a past relationship with.

Using the traditional adoption practices, the child welfare system has had little success with the children we serve. Research has proven the child focused model to be up to three times more effective at serving these children. By focusing our efforts on family/friend engagement, network building and looking for specific parents to meet the specific needs of each child, the Recruiters are able to ensure the focus remains on the child. Yearly, the child focused model sees more finalized adoptions than the traditional practices employed by the state child welfare agency.

If you have a child that does not have a Child Specific Recruiter, please follow Mary's tips and advocate that a referral be completed for one! Not one of those 515,000 children are in the foster care system for fault of their own. None of them asked to be abused, neglected and removed from their homes. However, every single one of the 515,000 does deserve a family and a home to call their own at the end of the day. And you, CASA, can help take the first steps to get that process started.

Thank You!

by Juanita Adamson, Cochise County CASA Volunteer

Thanks, Cochise County Council for CASA, Inc.

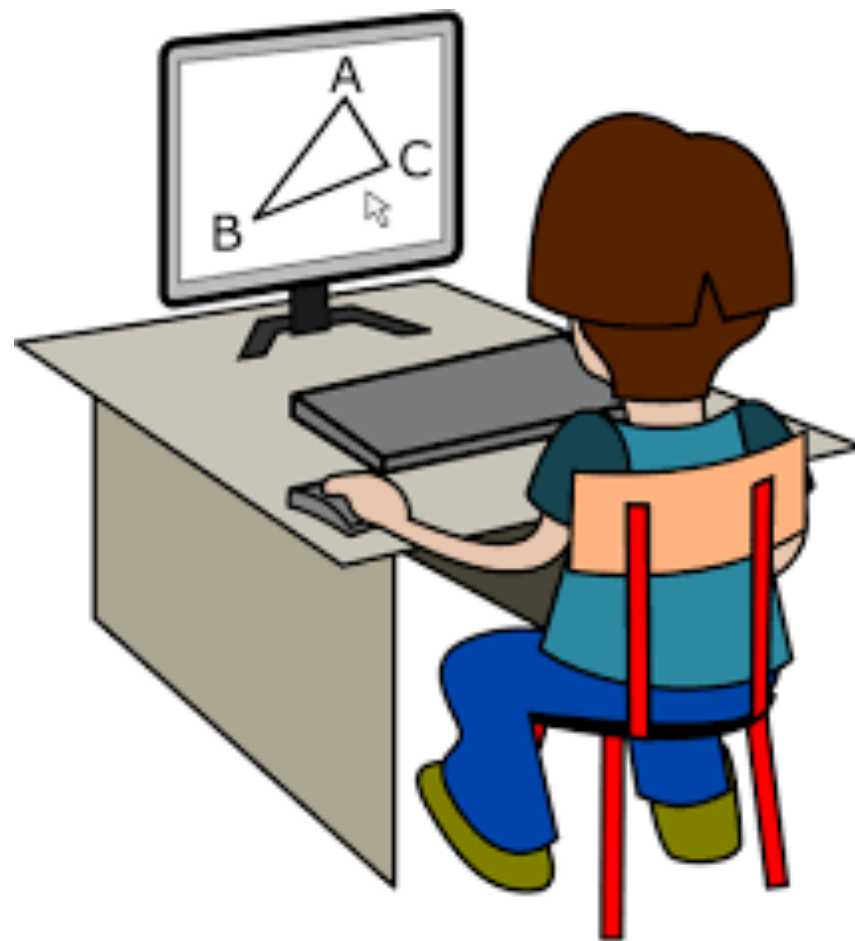
Before school ended this past spring, my CASA 12-year-old boy's computer stopped working. Now, how was he going to finish his school year?

It was critical that he have a working computer since he was required to stay home because of COVID-19; he needed it to complete his schoolwork. His DCS worker contacted me and I, in turn, called Abby with the need and the computer specifications.

She called the Cochise County Council for CASA with the request and the information regarding the computer needed. They immediately responded and placed an order for the computer. A week later to the day I requested the help, the computer was delivered to the boy in his placement home. He was able to complete his school requirements and was successfully promoted to the next grade.

He and his foster parents were amazed at how quickly the need was met so that there was little interruption in his ability to complete his schoolwork.

Thank you, Cochise County Council for CASA, for helping this young boy!



Opening Up to New Experiences

by Mary C Blanchard, Cochise County CASA Volunteer

I had to walk outside when the mall was closed. I met all the walkers and quite a few homeowners. I am not an outdoors person, but I enjoyed the change until it hit 100°. At that point, all my inspiring thoughts were drenched in perspiration. Now the mall is open again and I am walking inside. I watched the stores reopening one-by-one. Most have reopened. The security guards check the hand sanitizers as they do their rounds. Everyone respects the distance rule. Many wear masks. A few have their masks around their necks. Some do not wear masks at all, and they can't enter some of the stores without masks.

I was one of the non-mask wearers until yesterday when I met Shean Dailey in the mall and she urged me to at least wear a mask around my neck. I complied today and was able to pull up my mask and go into Famous Footwear and buy some shoes on sale.

A dancing studio held a recital which was well attended by dancers, parents, grandparents, relatives and friends. I wished two itty-bitty dancers good luck and told both girls they looked wonderful. I now say hi to everyone and chat if they are so inclined. One couple walks every day. He walks for an hour and a half and she walks for an hour. They do not walk together but connect every time they pass each other. It made me realize that romance does indeed come in many forms.

Today I saw 4 teens in the mall. Three wore masks and the fourth did not. I decided to take a picture of them as representatives of the younger generation. I approached them and told them I work with kids

and asked if I could take their pictures for my newsletter. I told them it would inspire people to see three out of four teens wearing a mask. The unmasked girl whipped out her mask and said she wanted to be shown wearing a mask. I took my picture of 4 masked teenagers, showed them the picture and thanked them. They told me they were happy to help out and walked off with a bounce in their step.

No one gets more satisfaction out of doing something nice than a responsible teen.



Book Review

By Abby Dodge, Cochise County CASA Program Manager

Due to the ongoing COVID-19 pandemic and the library being closed, I had to find this one on Amazon – the Kindle edition is \$11.99, so it's a little pricier than some of the others... However, our library district has 7 copies available – and I believe most (if not all) libraries are offering some sort of pickup program, so there is hope.

Lost Children Archive

by Valeria Luiselli

400 pages (4 hours of training credit)

I think this is the only fiction book on the National CASA book list, which was part of what drew me into choosing this one for my latest endeavor. That, and the fact that the story involves a family traveling from New York to Arizona – their destination being Apacheria: the region the Apaches once called home, and where the ghosts of Geronimo and Cochise might still linger.

The father in this story, a sound documentarist, is hoping to catch recordings of sounds in the Apacheria region, due to its historic, mythical reputation. The mother is a radio journalist who wants to learn more about the thousands of children who tried to enter America that are either being held at the border or sent back to wherever they came from. Initially, her focus is on the children who are stuck dealing with immigration courts, waiting for their fate to be decided as to where they will end up. However, as their journey progresses, she realizes that she needs to tell the story of the

children who go missing along their journey to America.

This road-trip novel catches the family's experiences while they drive across the country. They start their journey as a close-knit, yet blended family. Yet as they progress and their future plans begin to form, with the mother planning to return to New York at the close of

the summer and the father feeling as though his project would require years in Arizona.

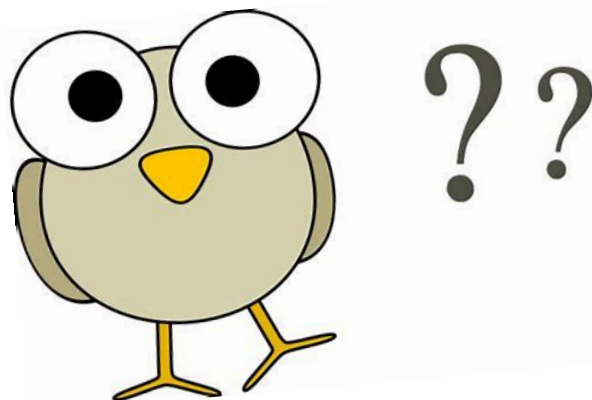
Eventually, the stress of the trip and the uncertainty of the future began to cause enough tension between the parents that the children were able to pick up on many of the issues.

This book brought back some memories for me of my own childhood, by reading of sights that I had visited with my own family during summer road trips. Even some of the familial tension described throughout the story seemed somewhat familiar. I also enjoyed recognizing the local geography and features – although it did annoy me that Willcox was spelled Wilcox throughout...

Kristin Millares Young of *The Washington Post* described this book as "An epic road trip [that also] captures the unruly intimacies of marriage and parenthood... Luiselli's mind is a delight; her writing shimmers like its desert setting. This is a

novel that daylights our common humanity, and challenges us to reconcile our differences." To be honest, this was not one of my favorite reads - but you might like it!





Dear Abby et al

Dear Abby et al: Dear Abby et al: I want to help my CASA kiddos get things they need, but I'm worried about being viewed as a source of "stuff." How can I handle this?

A GIVING CASA

Dear GIVING,

This was an issue I struggled a lot with on my first case, but over time, it kind of resolved itself. When the kids really needed something, I was able to provide it, but I also saw that the things the kids appreciated the most often weren't of real monetary value. In a few cases, where I was able to get funding for a bigger item for a child, like a bike, I worked with the placement to have the gift not tied to me. (In one case, it came from Santa.)

The CASA code was updated in 2019 and it now reads as "The volunteer shall not... Give expensive gifts to the child, the child's family or caregiver. The volunteer must consult with the CASA coordinator to define the value of a gift in the context of this code."

Mostly, make sure that your kids appreciate that "stuff" isn't everything. Handmade gifts or meals or trips to free events are often appreciated as much as purchased ones.

- karen



A Question for the August issue:

I have not been to see my child since the end of March. I would like to know when it is safe to visit. What safety precautions do I need to take to keep my child and myself safe when I do start visitations?

- FEELING TENTATIVE

Email your thoughts on this and tell us how you've handled visits if you've resumed them. If you haven't, what thoughts are going through your mind?

You can also send questions of your own to us at kfasimpaur@casaaz.gov. (We can include your name with these, or not...your option.)

Girls Confidence Camp Flyer



Girls Confidence Camp 2020 ONLINE

Save the date: July 30th-31st



Girls Confidence Camp

July 30th-31st
2020

Camp is open to all girls
ages 6-18 and is free!
Register at HattieBBWIP.org

Early registration for
returning campers:
July 1st - 5th

Registration:
July 6th - 27th

Join us for Girls Confidence Camp 2020 online! We are hosting Girls Camp online this year to help keep our community and our campers safe! Camp will be held online on our private and monitored group page. Camp is for girls ages 6-18, July 30th -31st, and is free! Early registration for returning campers is July 1st-5th. Registration for everyone opens July 6th-27th.

Register online at HattieBBWIP.org

CASA of the Month

Mellyora Crawford

I am pleased to announce that the CASA of the Month for June 2020 is Mellyora Crawford!

Mellyora is one of our newest advocates; she was officially assigned to her first case on January 2, 2020. She's a great reminder that there have been some good things to come out of this year after all! 😊

Mellyora started with a case with one teenager. That case ended in guardianship – but before the case ended, Mellyora answered the call and responded to a request about a difficult case that has been open for several years. I'm sure you're all sick of hearing about and dealing with COVID-19 by now, I know I am... But, Mellyora's order for her second case was signed at the end of March, making it a very difficult time to start on a case. Although COVID-19 has continued to disrupt Mellyora's plans to get together with this youth in-person, Mellyora has been working her way into this teenager's life using phone calls and other technology.

As if taking on one new case during these uncertain times wasn't enough, Mellyora also stepped up and took on another case, fulfilling yet another CASA request that we had received. She dove right into this one with video calls and telephonic meetings as well. I'm looking forward to hearing about how things continue once social distancing restrictions lessen. Although I much prefer in-person over virtual interactions, I think that the relationships that are being built this way are going to end up stronger in the long run.

Mellyora, thank you for all of your hard work as a CASA and for reminding us that there are some positive aspects of 2020!



June 2020

JULY 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
→ Addendum Reports Due: -Alison for DLC case. -Juanita for MB. -Lin for LM. -Mary & Deb for DV.			1 International Chicken Wing Day 	2 ← Court Reports Due	3  County Offices Closed	4
5 National Apple Turnover Day 	6 <u>Monica</u> : Report due for ID. <u>Arian</u> : Report due for S/C	7 <u>Jen</u> : Report due for JH. <u>Lois</u> : Report due for J case. <u>Risa</u> : Report due for CV.	8	9 <u>Julie</u> : Report due for CB. National Sugar Cookie Day	10	11 Cheer up the Lonely Day 
12 Different Colored Eyes Day 	13 <u>Misty</u> : Report due for P case.	14 Dan D.  Arlene: Report due for H/A.	15 Dora C. 	16 Fresh Spinach Day 	17	18 Karen F. 
19	20 Ugly Truck Day 	21 <u>Monica</u> : Report due for IT.	22 Hammock Day 	23	24 Tell an Old Joke Day 	25
26	27 <u>Arian L.</u>  <u>Lin</u> : Report due for G/H.	28	29 <u>Ellie F.</u> 	30 <u>Juanita</u> : Addendum report due for GM.	31 National Cheesecake Day 	

Anniversaries

Lin Wright – 5 years
Since 7/13/2015

Melissa Wendeborn – 3 years
Since 7/26/2017

Misty Lumberry – 2 years
Since 7/13/2018



Krista Ochs
CASA Staff

Krista Ochs continues to impress with her dedication to her assigned youth. Although life keeps trying to get in the way, Krista never gives up. Our program is so fortunate to have her!

Misty Lumberry
CASA Staff

Misty Lumberry is always willing to take on a case when a need arises, regardless of the location of the child or the circumstances of the case. We wouldn't be able to fulfill as many CASA requests as we do without Misty – thank you!

Bud & Jan Dragoo
CASA Staff

Bud and Jan Dragoo celebrated the guardianship of their assigned kiddos with a relative and are still actively involved with this family even though their legal obligation has ended. This family (and our program) really lucked out when Bud and Jan got involved!



Case Closures in June 2020

Risa Dickson-Crawford's girl was adopted by her foster family.

Carolyn Malik's girls were adopted by relatives.

Bud & Jan Dragoo's kiddos were placed in a permanent guardianship with a relative.

Mellyora Crawford's girl was placed in a permanent guardianship with a relative.

Support Groups

Morning



Second Thursday of the Month

10:00am - 12 Noon

Going Virtual
Verlust Kaffee
415 S Second St, Suite C
Sierra Vista, AZ
*Check Email for
more info*

Lunchtime



Fourth Friday of the Month

12:00 Noon - 1:00pm

Going Virtual
Fresh
6290 Hwy 90
(near Hobby Lobby)
Sierra Vista, AZ
*Check Email for
more info*

Evening



Last Tuesday of the Month

6:30 - 8:00pm

*Temporarily
Suspended*
Home of LuRue Foster
2300 S Drive
Sierra Vista, AZ

CASA OF COCHISE COUNTY NEWS & VIEWS

Financial Support



- Does your child have unmet needs?
- Is there anything that financial restrictions are preventing your child from doing that would help your child achieve normalcy ?
- Are you wanting to take your child for a special activity - maybe for a birthday - but you're worried about the cost?
- Are you having to drive significant distances each month to see your child?



CCCC,†

Cochise County Council for CASA, Inc.

Is a nonprofit organization that raises funds to the unmet needs of abused neglected and abandoned children in the CASA of Cochise County Program. The primary focus is to ensure that educational progress of CASA children through tutoring and scholarships. In addition the council provides clothing, toys and personal items.

If your CASA child/youth has an unmet need, consider the Cochise County Council for CASA to help!!

Call your CASA Coordinator at 432-7521 OR

Send an email to ADodge@courts.az.gov

***If your child wishes to participate in monthly lessons (gymnastics, martial arts, swimming, etc.), consider applying for a grant from the Arizona Friends of Foster Children Foundation. Visit their website for more info: www.affcf.org



From the Manual

Strengthening Individuals, Families, and Communities

This month's From the Manual is the beginning of a multi-part series taken from a joint product of the U.S. Department of Health and Human Services' Children's Bureau, its Child Welfare Information Gateway, and the FRIENDS National Center for Community-Based Child Abuse Prevention, the 2019/2020 Prevention Resource Guide. The entire guide can be accessed here: <https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/resource-guide/>

Chapter 1: Strengthening Individuals, Families, and Communities

Protective Factors

Protective factors are conditions or attributes of individuals, families, communities, or the larger society that reduce or eliminate risk and promote healthy development and well-being of children and families. These factors help ensure that children and youth function well at home, in school, at work, and in the community today and into adulthood. Protective factors also can serve as safeguards, helping parents who might otherwise be at risk of abusing their children to find resources, supports, or coping strategies that allow them to parent effectively—even under stress.

Research has found that successful interventions must both reduce risk factors and promote protective factors to ensure child and family well-being. There is growing interest in understanding the complex ways in which these risk and protective factors interact within the context of a child's family, community, and society to affect both the incidence and consequences of child abuse and neglect.

Protective Capacities and Protective Factors: Common Ground for Protecting Children and Strengthening Families

Protective factors and caregiver protective capacities are complementary frameworks. Whereas protective factors are characteristics of individuals, families, communities, or the larger society that promote well-being, caregiver protective capacities are specific, individual attributes that are directly related to child safety.

Protective capacities are used by child welfare practitioners to assess child safety and risk. A caregiver with these cognitive, emotional, and behavioral characteristics ensures the safety of his or her child and responds to threats in ways that keep the child safe from harm.

Both frameworks are strengths-based approaches to assess and serve families. We can best ensure child safety and promote child and family well-being by promoting both caregiver protective capacities (at the individual level) and protective factors (at the individual, family, and community levels).

For more information, see the *Protective Capacities and Protective Factors: Common Ground for Protecting Children and Strengthening Families* infographic from the Child Welfare Capacity Building Collaborative Center for States at <https://go.usa.gov/xR7nY>.

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From the Manual

Strengthening Individuals, Families, and Communities (Continued)

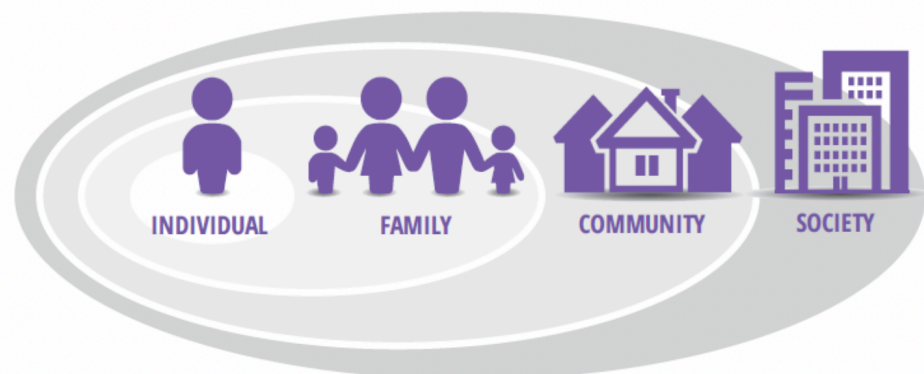
Established Protective Factors Approaches

There are many protective factors approaches in development and used by various agencies, programs, and practitioners who seek to prevent child abuse and neglect and promote child well-being. While some approaches are more grounded in research than others, there is no single “right way” to talk about protective factors. The most important message is that focusing on protective factors is critical and sorely needed for the prevention of child maltreatment and promotion of child and family well-being.

This chapter highlights approaches developed by the U.S. Centers for Disease Control and Prevention (CDC), the Center for the Study of Social Policy (CSSP), and the Administration on Children, Youth and Families (ACYF). Key differences among these approaches include the following:

- **Populations of focus.** The ACYF conceptual model focuses on specific in-risk populations, whereas the other approaches are based on research on general at-risk populations.
- **Domains of the social ecology.** Social ecological theory examines how individuals exist within and are shaped by their individual characteristics, their families and other relationships, their communities, and society as a whole. All approaches define their protective factors in ways that apply across the social ecology; however, the parts that are emphasized vary depending on how the protective factors were studied for different populations.

Social Ecological Model for Preventing and Responding to Child Maltreatment



Despite these differences, there are strong similarities and alignments across the approaches. The overarching goal of these approaches is the same: promotion of child, youth, and family well-being. Other similarities include the following:

- They are research informed and have been reviewed by experts.
- They describe positive conditions or attributes of individuals, families, or communities that reduce risk factors and help to promote child, youth, or family well-being.
- They provide varying degrees of guidance for practical application in programming for families, children, or youth.

~Continued on next page~



From the Manual

Strengthening Individuals, Families, and Communities (Continued)

- They identify positive social connections, resilience, and social-emotional competence as specific protective factors.
- They can be used to inform policymakers, practitioners, and consumers.

Child Welfare Information Gateway has developed several products centered on protective factors. For information about how protective factors approaches developed by these three organizations align, see *Protective Factors Approaches in Child Welfare* at https://www.childwelfare.gov/pubPDFs/protective_factors.pdf

Essentials for Childhood

CDC's Essentials for Childhood model identifies the importance of safe, stable, and nurturing relationships and environments as key components in preventing child maltreatment. It then proposes strategies that communities can use to promote the types of relationships and environments that help children grow up to be healthy and productive citizens. The goals of Essentials for Childhood include the following:

- Raise awareness and commitment to promote safe, stable, and nurturing relationships and environments and prevent child maltreatment.
- Use data to inform actions.
- Create the context for healthy children and families through norms change and programs.

- Create the context for healthy children and families through policies.

Information about Essentials for Childhood is available at <https://www.cdc.gov/violenceprevention/childabuseandneglect/essentials.html>

Strengthening Families™ and Youth Thrive™

Strengthening Families and Youth Thrive are protective factors frameworks developed by CSSP. The first focuses on families with young children (ages 0–5), and the other on youth ages 11–26. Each includes five factors.

Each protective factor is supported by research from several fields of study. The Strengthening Families framework includes a policy component for applying protective factors in practice settings across multiple service systems. The Youth Thrive framework describes how youth can be supported by parents and practitioners in ways that advance healthy development and well-being and reduce the impact of negative life experiences.

A detailed description of the Strengthening Families framework is available at <https://cssp.org/resource/strengtheningfamilies101/>.

A detailed description of the Youth Thrive framework is available at <https://www.cssp.org/reform/chil-welfare/youth-thrive>.

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From the Manual

Strengthening Individuals, Families, and Communities (Continued)

ACYF Protective Factors Conceptual Model

ACYF's goal in completing a comprehensive literature review and developing the resulting conceptual model was to provide information that can be used to guide practice and policy approaches aimed at increasing protection; enhancing resilience; and promoting physical, mental, social, and emotional well-being for the children, youth, and families who are the focus of ACYF services. This includes five vulnerable populations: children and youth exposed to domestic violence, pregnant and parenting youth, runaway and homeless youth, victims of child abuse and neglect, and youth in or transitioning out of foster care. These children are primarily in-risk (versus at-risk), so the focus of the literature review was to identify factors most salient for those already coping with adverse experiences and situations. Through an extensive review of available research, ACYF identified 10 protective factors with the strongest evidence for ACYF populations.

Strengthening Families Protective Factors	Youth Thrive Protective and Promotive Factors
<ul style="list-style-type: none"> • Parental resilience • Social connections • Knowledge of parenting and child development • Concrete support in times of need • Social-emotional competence of children 	<ul style="list-style-type: none"> • Youth resilience • Social connections • Knowledge of adolescent development • Concrete support in times of need • Cognitive and social-emotional competence in youth

These exist at multiple levels of the social ecology:

Individual Level

- Self-regulation skills
- Relational skills
- Problem-solving skills
- Involvement in positive activities

Relationship Level

- Parenting competencies
- Positive peers
- Caring adults

Community Level

- Positive community environment
- Positive school environment
- Economic opportunities

More information is available in the Preventing Child Abuse and Neglect section of the website for Child Welfare Information Gateway at <https://www.childwelfare.gov/topics/preventing>, including the following publications discussing current research linking protective factors to well-being for in-risk populations served by ACYF:

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From the Manual

Strengthening Individuals, Families, and Communities (Continued)

- *Promoting Protective Factors for Children and Youth in Foster Care: A Guide for Practitioners* <https://www.childwelfare.gov/pubs/factsheets/guide-fostercare/>
- *Promoting Protective Factors for Children Exposed to Domestic Violence: A Guide for Practitioners* <https://www.childwelfare.gov/pubs/factsheets/guide-domesticviolence/>
- *Promoting Protective Factors for In-Risk Families and Youth: A Guide for Practitioners* <https://www.childwelfare.gov/pubs/factsheets/in-risk/>
- *Promoting Protective Factors for Pregnant and Parenting Teens: A Guide for Practitioners* <https://www.childwelfare.gov/pubs/factsheets/guide-teen/>
- *Promoting Protective Factors for Victims of Child Abuse and Neglect: A Guide for Practitioners* <https://www.childwelfare.gov/pubs/factsheets/victimscan/>

Protective Factors in This Guide

Since 2007, this Resource Guide has employed a protective factors framework adapted from the Strengthening Families framework developed by CSSP with the addition of a sixth factor: nurturing and attachment.

Nurturing and attachment refers to the relationship that develops as a result of a caregiver's sensitive attention to a child and the child's responses to the caregiver. A strong and secure emotional bond

between children and their caregivers is critical for children's physical, social, and emotional development, including their ability to form trusting relationships and to exhibit positive behaviors. Helping parents learn and practice the nurturing skills that lead to strong, secure attachments is a well-supported pathway to positive outcomes for children.

Although "nurturing and attachment" is not delineated as a separate protective factor within Strengthening Families, it is an implicit and valued component to the entire framework. Similarly, CDC's Essentials for Childhood promotes nurturing relationships on the societal level, while the ACYF protective factors conceptual model acknowledges the importance of nurturing and attachment in factors such as "relational skills," "parenting competencies," and "caring adults."

In this way, although different organizations use varying approaches to promote protective factors, it is clear that the various models and frameworks complement one another and, in fact, overlap in many areas. For the past several years, this Resource Guide, while continuing to draw primarily from the Strengthening Families framework with the addition of nurturing and attachment, has highlighted elements from the CDC and ACYF efforts where synergies exist. By implementing a comprehensive protective factors approach, we move closer to a prevention-oriented society where all sectors recognize the value of health and well-being for all individuals, families, and communities.

CASA FAMILY ALBUM

From Abby Dodge:



Here is my extended family at a rental house with a pool in Scottsdale.



CASA FAMILY ALBUM

A warm hello from Glendale from Deb Scott:



I've been in 'Mimi and Maryn Time' since the third of March. Being in the vulnerable category with asthma, our family plan was to isolate me with our granddaughter. I spend Monday through Friday caring for this cutie! I can tell you all that it was easier doing this 35 years ago!!

We are truly blessed to be able to be here for our Kids and Grandkids in these trying times.





CASA of Arizona

COMMUNITY RESOURCES



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Community Resources

<https://www.azcourts.gov/>